

Board of Education Retreat

Act 166 and Other Pre-K Initiatives

June 20, 2016



Act 166 – Universal PK

State Board Role

- Policy deliberation and guidance
- Develop and maintain rules to support implementation of state statute

Board Interest

- Equity
- Sustainability



Progression of PreK

1987	Act 68	<i>Voluntary</i> PreK and <i>required</i> school systems provide Essential Early Education (EEE)
1997	Act 60	PreK Students funded on a prorated basis
2006	Act 186	Created the PreK Study Commission-report led to Act 62
2007	Act 62	<i>Voluntary</i> PreK and <i>required</i> EEE affirmed, DCF and AOE collaborate in supporting Act
2010	Act 159	Allows for Struggling Schools to fully count PreK students for enrollment as an improvement strategy
2014	Act 166	<i>Mandatory</i> Universal PreK through Parent Choice



The Purpose of Act 166

To provide young children in Vermont with opportunities to reach their full growth and developmental potential through voluntary universal access to high quality prekindergarten education.



Act 166 Basics

- Beginning in Fall 2016, all School Districts are mandated to *offer* prekindergarten options–
 - Enrollment and participation is a family choice.
 - Publicly-funded prekindergarten services can be in schools and prequalified community-based programs (homes and centers).
 - The state tuition rate paid on behalf of children attending prekindergarten in private community-based programs is \$3092.
 - Prekindergarten is defined as 10 hours per week, 35 weeks per year ("school year").
 - Children must be at least 3 years old by the date established by the school for Kindergarten entry.



Data and Panel Input

- Introductions
- Structure of Panel Discussion
 - Quick Review of a Data Point
 - Panel Member's views on how this data point is experienced at the local level



How has PreK enrollment changed?

Finding: Enrollment in PreK has increased by 1,079 students.

Table 1: Enrollment in PreK from 2014-15 (no Act 166) to 2015-16 (Partial Implementation of Act 166 and Expansion Grant)

School Year	Enrollment
2014-2015	6,218
2015-2016	7,297
<i>Change</i>	<i>+1,079</i>

(students identified in the October census)



How has PreK enrollment changed in terms of poverty?

Finding: the distribution of students in terms of Free and Reduced Lunch Eligibility has not changed in the first year of Act 166 implementation

Table 2a: Enrollment in PreK and Free and Reduced Lunch Participation

School Year		PreK		K-3	
		Not Eligible FRL	FRL Eligible	Not Eligible FRL	FRL Eligible
2014-15	#	4,366	1,915	13,769	12,961
	%	70%	31%	52%	49%
2015-16	#	5,089	2,237	13,425	10,657
	%	70%	31%	56%	44%

(students identified in the October census)



How has PreK enrollment changed in terms of special education status?

Finding: the distribution of students in terms of eligibility for special education has not changed much in the first year of Act 166 implementation.

Table 2b: Enrollment in PreK and eligibility for special education					
School Year		PreK		K-3	
		No IEP	IEP	No IEP	IEP
2014-15	#	5,199	1,082	22,911	3,819
	%	83%	17%	86%	14%
2015-16	#	6,165	1,161	20,643	3,439
	%	84%	16%	86%	14%

(students identified in the October census)



How has PreK enrollment changed in terms of student race/ethnicity?

Finding: the distribution of students in terms of race/ethnicity has not changed much in the first year of Act 166 implementation.

Table 2c: Enrollment in PreK and Race/Ethnicity					
School Year		PreK		K-3	
		Caucasian	Non-Caucasian	Caucasian	Non-Caucasian
2014-15	#	5,756	525	24,218	252,112
	%	92%	8%	91%	9%
2015-16	#	6,767	559	21,869	2,213
	%	92%	8%	91%	9%

(students identified in the October census)



Where are students participating in PreK?

Finding: Students are enrolling in PreK in generally the same rates in which they enroll in grades K-3.

Table 3: Enrollment in PreK by Supervisory Union/Districts Region in 2015-16										
Grade Level	Champlain Valley		Northeast		Southeast		Southwest		Winooski Valley	
	#	%	#	%	#	%	#	%	#	%
PreK	3,194	44%	827	11%	1,065	15%	945	13%	1,295	18%
K-3	9,703	40%	2,742	11%	3,585	15%	3,490	14%	4,562	19%

(students identified in the October census)



Is Governance Structure (SD/SU) related to PreK enrollments?

Finding: Data is suggestive that Supervisory Districts were more likely to take advantage of early adoption than Supervisory Unions.

Table 4: Enrollment in PreK Early Adoption of Act 166 by Governance Structure (SU/SD)

Act 166 Status:		Supervisory District	Supervisory Union	Total
Total	#	1,905	5,421	7,326
	%	26%	74%	100%
Early Adopter	#	1,153	1,778	2,931
	%	39%	61%	
Not an Early Adopter	#	752	3,643	4,395
	%	17%	83%	



Did Early Adoption enrollment in preK differ by region?

Finding: In 2015-16, Early Adoption preK enrollment through Act 166 is skewed towards Champlain Valley Supervisory Unions/Districts.

**Table 3: Enrollment in PreK Early Adoption of Act 166
by Supervisory Union/District Region**

Act 166 Status:		Champlain Valley	Northeast	Southeast	Southwest	Winooski Valley	Total
Total	#	3,194	827	1,065	945	1,295	7,326
	%	44%	11%	15%	13%	18%	100%
Early Adopter	#	1,771	276	407	296	181	2,931
	%	60%	9%	14%	10%	6%	100%
Not Early Adopter	#	1,423	551	658	649	1,114	4,395
	%	32%	13%	15%	15%	25%	100%

(students identified in the October census)



Act 166 SY15/16 Early Implementation



What are the pre-qualified programs?

Finding: The majority of programs are 4 and 5 Star Programs.

Table 4: Program Quality for Pre-Qualified Programs for Act 166

	Quality Level		
	NAEYC Accredited or 5 Stars	4 Stars	3 Stars/ App.plan
%	54%	36%	10%
Public Provider	81	47	12
Private Provider	105	76	21

(students identified in the October census)



Framing the Conversation

- Looking forward, what questions should we explore with respect to Act 166, in order to monitor and secure the goal of equity of access to high quality PK for all Vermont children?
- What questions does the Board have?

